

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn.

3a. Collaboration

3a1. In what ways have the unit's partners participated in the design, delivery, and evaluation of the unit's field and clinical experiences?

The College of Education has had a long and distinguished history of collaborating with schools, school districts, and a wide variety of other facilities including preschools, Head Start Centers, libraries and counseling centers. Cooperating teachers, principals and other school officials such as district administrators and directors of instruction are considered partners in the design, delivery and evaluation of the unit's field and clinical experiences. For advanced programs, school personnel in the relevant positions, such as school psychologists and school business managers, also contribute to the partnership(s). Partners are frequently consulted through formal and informal surveys and regular Unit participation in the Cooperative Educational Service Agency #2 (CESA monthly meetings).

3a2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

Partners contribute in a variety of ways to the design, delivery and evaluation of the Unit's field and clinical experiences. Every program has an advisory board that meets on a regular basis providing an essential link to the ongoing evaluation of programs. Teachers who enroll in CIGENRL 770 *Supervision of Student Teachers* give ongoing feedback about the changing nature of the classroom and how the unit may continue to improve itself. The Office of Field Experiences distributes frequent surveys to partners to solicit feedback and ideas about the clinical programs. The Director of Field Experiences regularly attends CESA monthly meetings for district administrators, principals, directors of instruction, and curriculum directors in the unit's service area. Partners played a key role in the redesign of the Special Education Department's core program offerings and the recent redesign of the MSE-PD master's degree.

3a3. What is the role of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

Student teacher placements are determined by Unit personnel "program coordinators," on the basis of licensing requirements and previous student experiences in field study. The conceptual framework relies on program coordinators as they are best suited to determine where students are placed and provide a vital link between the partner schools and the various programs. School partners are also asked for feedback through student teacher evaluations and exit surveys and other program evaluations. Although some attempt is made to meet student requests, the major emphasis is on high quality placement sites and

cooperating teachers. Approximately 98 to 99% of all placements are within the Unit's service area, with provisions for "out of area" placements for only the most compelling reasons. As a long-standing member of the [Wisconsin Improvement Program](#) (WIP), internships are approved by the Wisconsin Department of Public Instruction based on a clearly defined application procedure as defined in their [handbook](#). In addition, care is taken to determine student placements to ensure diverse experiences as explained in Standard 4. In making recommendations for student teaching placements, the program coordinators must know if a student was in a diverse placement for field study/other middle experience, and if not, they MUST place them in a diverse school for student teaching. See additional information in Standard 4 section.

3a4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

Observation instruments completed by university supervisors for some field experiences and all clinical practice experiences are collected by the Office of Field Experiences. A minimum of four student teacher observation reports, based on sixty minutes of classroom teaching over an eighteen week semester is completed for every student. Midpoint/interim and final evaluation instruments are completed by cooperating teachers for all student teachers. The Initial Programs Dispositions Inventory is completed by student teachers, cooperating teachers and university supervisors and returned to the unit. These data are available to any program at any time for longitudinal study or semester by semester examination. The Unit views partner schools and cooperating teachers as providing a programmatic service, and as such, we do not provide funding to the schools. Cooperating teachers are awarded vouchers that can be redeemed for professional publications and are eligible to apply for small Office of Field Experience grants to assist them in their work.

3a5. What differences, if any, exist in collaboration with school partners in programs for other school professionals, off-campus programs, and distance learning programs?

There are few differences between initial and advanced programs in the way the Unit collaborates with school partners. Every program relies on clinical experiences in the schools and works hard to maintain relationships and seek advice from these partners. Programs for other school professionals handle their own clinical placements and follow the guidelines set forth by their specialty organization. This is detailed in each national program report.

3b. Design, Implementation, and Evaluation of Field and Clinical Experiences

3b1. Please complete the following table (Table 7) to identify the field experiences and clinical practice required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers.

Table 6
Field Experiences and Clinical Practice by Program

Program	Field Experiences (Observation and/or Practicum)	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Early Childhood through Middle Childhood (EC/MC) <i>(BSE, Initial)</i>	1 st experience: 50 hours (often configured as 8 full days) in a school; most in Milwaukee Public Schools or other site permitting candidates' contact with "various racial, cultural, language & economic groups in the U. S." [PI 34.15(4)(c)6] 2 nd experience: 2 half days per week following university semester in an elementary setting (144 hours) Total Hours: 194	1 st experience: 2 half days per week following university semester in pre-school setting (144 hours) 2 nd experience: Full day, 9-week quarter, following the calendar of the school, in a kindergarten class (360 hours) 3 rd experience: Full day, 9-week quarter, following the calendar of the school, in a Grade 1, 2, 3, 4, 5, or 6 class (360 hours) Total hours: 864	1058
Middle Childhood through Early Adolescence (MC/EA) <i>(BSE, initial)</i>	1 st experience: 50 hours (often configured as 8 full days) in a school; most in Milwaukee Public Schools or other site permitting candidates' contact with "various racial, cultural, language & economic groups in the U. S." [PI 34.15(4)(c)6] 2 nd experience: Approximately 75 hours in a Grade 1 – 6 class Total Hours: 125	Full day, 18-week semester, following the calendar of the school, in a Grade 6 – 8 OR Grade 1-5 class; placement in minor area if possible. Total Hours: 720	845
Early Adolescence through Adolescence (EA/A) <i>(BSE, initial)</i> English, Mathematics, Science, Social Studies,	1 st experience: 50 hours (often configured as 8 full days) in a school; most in Milwaukee Public Schools or other site permitting candidates' contact with "various racial, cultural, language & economic groups in the U. S." [PI 34.15(4)(c)6] 2 nd experience: Approximately 75 hours in a Grade 6-8 class OR a Grade 9-12 class Total Hours: 125	Full day, 18-week semester, following the calendar of the school, in a Grade 6-8 OR Grade 9-12 class; placement in minor area if possible. Total Hours: 720	845
Early Childhood through Adolescence, (EC/A) <i>(BSE, initial)</i> Art Education, Business/Marketing, Foreign Language, Theatre	1 st experience: 50 hours (often configured as 8 full days) in a school; most in Milwaukee Public Schools or other site permitting candidates' contact with "various racial, cultural, language & economic groups in the U. S." [PI 34.15(4)(c)6] 2 nd experience: Approximately 75 hours in a middle school	1 st experience: 9-week quarter, following the calendar of the school, in an elementary education classroom (360 hours) 2 nd experience: 9 week quarter, following the calendar of the school, in a secondary education classroom (360 hours) Total hours: 720	845

	education class Total Hours: 125		
Early Childhood through Adolescence, (EC/A) <i>(BSE, initial)</i> Physical Education	1 st experience: 50 hours (often configured as 8 full days) in a school; most in Milwaukee Public Schools or other site permitting candidates' contact with "various racial, cultural, language & economic groups in the U. S." [PI 34.15(4)(c)6] 2 nd experience: Approximately 75 hours in a grade K-12 physical education class Total Hours: 125	1 st experience: 9-week quarter, following the calendar of the school, in an elementary physical education classroom (360 hours) 2 nd experience: 9 week quarter, following the calendar of the school, in a secondary physical education classroom (360 hours) Total hours: 720	845
Early Childhood through Adolescence, (EC/A) <i>(BM, initial)</i> Music Education	1 st experience: 50 hours (often configured as 8 full days) in a school; most in Milwaukee Public or other site permitting candidates' contact with "various racial, cultural, language & economic groups in the U. S." [PI 34.15(4)(c)6] 2 nd experience: (introduction to teaching music) 12 hours in a school setting 3 rd experience: 50 hours in a K-12 music education setting Total Hours: 112	1 st experience: 9-week quarter, following the calendar of the school, in an elementary music education classroom (360 hours) 2 nd experience: 9 week quarter, following the calendar of the school, in a secondary music education classroom (360 hours) Total hours: 720	832
Middle Childhood through Early Adolescence & Early Adolescence through Adolescence (MC/EA & EA/A) <i>(BSE, initial)</i> Cross Categorical Behavior Disorders/ Learning Disabilities Emphasis	1 st experience: 50 hours (often configured as 8 full days) in a school; most in Milwaukee Public Schools or other site permitting candidates' contact with "various racial, cultural, language & economic groups in the U. S." [PI 34.15(4)(c)6] 2 nd experience: 40 hours in an inclusive special education program in a public school setting 3 rd experience: 40 hours in an intense services model for children with LD or EBD most often at a segregated program such as Ethan Allen School, Norris, or Lad Lake. (typically a middle school or secondary experience) 4 th experience: General Education co-teaching – 7 weeks half days (150 hours) in a general education classroom with a co-teaching partner creating differentiated instruction in the regular education classroom. (typically	Full day, 18-week semester, following the calendar of the school, in a special education program. Students are most often placed in public school programs but can elect more intense models as well. Total hours: 720	1000

	<p>an elementary or middle school experience) Total hours: 280</p>		
<p>Middle Childhood through Early Adolescence & Early Adolescence through Adolescence (MC/EA & EA/A) (<i>BSE, initial</i>) Cross-Categorical: Cognitive Disabilities Emphasis</p>	<p>1st experience: 50 hours (often configured as 8 full days) in a school; most in Milwaukee Public Schools or other site permitting candidates' contact with "various racial, cultural, language & economic groups in the U. S." [PI 34.15(4)(c)6] 2nd experience: 40 hours in an inclusive special education program in a public school setting 3rd experience: 40 hours in an intense services model for children with CD with severe needs such as Lakeland school or a designated CDS program. 4th experience: General Education co-teaching – 7 weeks half days (150 hours) in a general education classroom with a co-teaching partner creating differentiated instruction in the regular education classroom. (typically an elementary or middle school experience) Total hours: 280</p>	<p>Full day, 18-week semester, following the calendar of the school, in a special education program. Students are most often placed in public school programs but can elect more intense models as well. Total hours: 720</p>	1000
<p>Early Childhood Education, (ECE) (<i>BSE, initial</i>) Dual license Early Childhood and Early Childhood Special Education</p>	<p>1st experience: 70 hours in a Head Start Setting 2nd experience: 8 hours in county-based early intervention program 3rd experience: 8 hours in a licensed child care program serving infants/toddlers 4th experience: 8 hours in Early Head Start 5th experience; 5 weeks half time in infant/toddler childcare (100 hours) 6th experience: 10 weeks half-time in county-based birth to three programs (200 hours) 7th experience: 25 hours in a community preschool setting 8th experience: 30 hours in an early childhood special education program in a public school 9th experience: 30 hours in full inclusion kindergarten classroom</p>	<p>1st experience: 160 hours in a community preschool program 2nd experience: full day, six weeks, following the calendar of the public school district in an early childhood special education setting (240 hours) 3rd experience: full day, six weeks, following the calendar of the public school district in early childhood special education (240 hours) 4th experience: full day, six weeks, following the calendar of the public school district in Grades 1-3 (240 hours) Total Hours:880</p>	1384

	10 th experience 25 hours in an early elementary, public school setting Total Hours: 504		
Middle Childhood through Early Adolescence & Early Adolescence through Adolescence (MC/EA & EA/A) <i>(MSE, advanced)</i> Cross Categorical Learning Disabilities Emphasis	1 st experience: 50 hours (often configured as 8 full days) in a school; most in Milwaukee Public Schools or other site permitting candidates' contact with "various racial, cultural, language & economic groups in the U. S." [PI 34.15(4)(c)6] as a program pre-requisite or documentation of previous experience on letter head based on work experience or on transcript if previous teaching licensure in another area.	Fulltime graduate practicum or in-service practicum if currently employed on an emergency certificate in special education. Eight weeks practicum if previously licensed in another area of education. Total Hours: 720 for full time practicum/in-service practicum 360 hours for graduate practicum with previous licensure.	Varies based on previous licensure and experience.
Early Childhood through Adolescence, (EC/A) <i>(MS, advanced)</i> Communication Sciences and Disorders	1 st experience: 50 hours in a Head Start setting provides candidates with contact with "Various racial, cultural, language & economic groups U. S." [PI 34.15(4)(c)6] 2 nd experience: 25 hours observation of clients in UW-Whitewater Center for Communicative Disorders 3 rd experience: Series of three week rotations to a variety of clinical settings (30-50 hours) 4 th experience: UW-Whitewater Center for Communicative Disorders (30-40 hours) 5 th experience: UW-Whitewater Center for Communicative Disorders (30-40 hours) 6 th experience: Janesville or Fort Atkinson School District Summer School Programs (20-40 hours) 7 th experience: UW-Whitewater Center for Communicative Disorders (40-150 hours) 8 th experience: Medical Setting (100-150 hours) Total Hours: 400-550	Directed Teaching 2.5 days per week (150 hours minimum) following the calendar of the school	550-700
Early Childhood through Adolescence, (EC/A) <i>(MS, advanced)</i> Counselor Education	100 hour placement on-campus in Winther Counseling Lab or off-campus (school, agency, volunteer agency), including 40 hours of direct service (30 hours individual counseling and 10 hours group counseling) and 60	32 weeks (two semesters), approximately 20 hours per week, 600 hours minimum	700

	hours of indirect services (research into client issues, consultation with experts, maintenance of files and records, group and individual supervision).		
Early Childhood through Adolescence, (EC/A) <i>(MSE, advanced)</i> Information, Technology and Libraries		1 st experience: 100 hours of supervised practical experience in an elementary level school library media program 2 nd experience: 100 hours of supervised experience in a secondary level school library media program	200
Early Childhood through Adolescence, (EC/A) <i>(MSE, advanced)</i> Reading	1 st experience: 25 hours in grades K-6 setting 2 nd experience: 25 hours in grades 7-12 setting Total Hours: 50	1 st experience: 50-60 hours in a grades K-12 setting 2 nd experience: 20-30 hours in a grades K-12 setting Total Hours: 70-90	120-140
Early Childhood through Adolescence, (EC/A) <i>(MSE, advanced)</i> School Business Management	The timeframe of the internship varies based on whether the student is working in the field already, is working in another job or is not working and is able to meet the demands of the internship on a full-time basis. Students not working in the field already maintain logs of their activities during the internship. These data have shown that students spend in excess of 80 hours completing the requirements. Some do this by working full time in a district for a concentrated period of time while others work half days or every other day for longer period of time. Regardless of the daily schedule (which is arranged between the student and the sponsoring district) the student is required to complete specified activities in all of the 15 competency areas outlined in the portfolio. The recommended and most typical time for the completion of the School Business Management internship is summer and fall, due to the range of activities covered in the business office at those times. Hence, most students begin the internship in summer, take an incomplete in August and complete the requirements during the fall months. Students already working in the field (with a provisional license) are allowed to fulfill their requirements at other times of the year.		Varies
Early Childhood through Adolescence, (EC/A) <i>(MSE, advanced)</i> School Psychology	1 st experience: Six half-days in a K-12 setting (approximately 24 hours) 2 nd experience – 2 to 3 days per week over one academic year (600 hours minimum) in a K-12 school setting Total Hours: 624	Full day, complete academic year (1200 hours minimum), following the calendar of the school district	1824

3b2. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

All clinical and field experiences align with the conceptual framework through the use of the ten Wisconsin Standards for Teacher Development and Licensure (WTS) or specialty standards for advanced programs. Every clinical and field experience is evaluated through the use of multiple rubrics keyed to these standards. The WTS are based on the INTASC Principles and share similarity with most national standards in the specialty areas. Average scores on student teacher exit surveys from 2003 to 2007 (n=177) also suggest that candidates are well aware of the unit's conceptual framework and the use of artifacts linked to the WTS (out of possible 5 points):

"The conceptual framework is clearly written and understandable to me" 4.12

"The conceptual framework accurately describes my view of teacher preparation" 4.07

"I believe that requiring assignments and artifacts based on the WTS is appropriate" 3.92

3b3. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences or clinical practice?

Every program evaluates the use of technology as an instructional tool during clinical practice and fieldwork through the use of rubrics scored by the student, cooperating teacher and university supervisor. WTS 4 specifically addresses the use of technology in the classroom. Summaries of these assessments are contained in the electronic documents room and detailed in other areas of this report. See, for example section 1.b.2, 1.b.3 and 1.e.3.

3b4. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

We do not use any school-based clinical faculty. All cooperating teachers and clinical supervisors must hold a Wisconsin Teaching License and be recommended by College of Education faculty and/or school building administrators. In addition, all cooperating teachers working with full time student teachers must also meet the following PI 34.15(6) guidelines:

- a) Hold a Wisconsin license and have volunteered for assignment as a cooperating teacher or practicum supervisor
- b) Have at least 3 years of teaching experience with at least one year of teaching experience in the school or school system of current employment or have at least 3 years of pupil service or administrator experience with one year in the school or school system of current employment
- c) Have completed training in both the supervision of clinical students and in the applicable standards in subchapter II (WTS).

3b5. What preparation or professional development activities does school-based clinical receive to prepare them for roles as clinical supervisors?

We do not have school based clinical faculty. As stated above, all of our cooperating teachers/clinical supervisors are required to have had formal training in the supervision of

clinical students and applicable WTS. The Office of Field Experiences maintains and updates annually a database for prospective cooperating teachers, including their years of teaching experience, interest in working with field studies students or student teachers, and completion of training of supervising clinical students. The Program Coordinators have access to this information in order to make student placements. In general, teachers must successfully complete CIGENRL 770 *Supervision of Student Teaching* or have equivalent training from another institution. This is a 3 credit graduate course. From a national perspective, this is a very high level of training. Based on information gathered for the Annual Report, over a seven-year period of time (2001-2008) this course has been completed by 987 teachers. As this course is offered tuition free – it represents a university investment in teacher education worth over \$775,000.

3b6. What evidence demonstrates that clinical faculty provides regular and continuous support for teachers, licensed teachers completing graduate programs, and other school professionals?

As stated, we do not have clinical faculty. However, students generally appear to be very satisfied with their assigned school-based clinical supervisors/cooperating teachers and very few complaints are registered with department chairpersons or with the Director of Field Experiences. The College of Education faculty place considerable weight on professional accomplishments in recommending school-based personnel to serve as cooperating teachers. Additionally, the Office of Field Experiences closely monitors student placements and works with program coordinators to assure quality placements are made. In turn, university supervisors provide feedback on cooperating teachers' abilities and based on this input, and the input from students, some teachers may not be selected to serve as cooperating teachers. Since the spring of 2004, university supervisors are given a formal opportunity to provide feedback on cooperating teachers. This information is made available to all program coordinators and university supervisors.

Additionally, student teacher exit surveys from 2003 to 2007 (n=177) also suggest that students receive adequate support from cooperating teachers and university supervisors and that they are generally satisfied with their clinical experience (out of a possible 5 points):

I have been well prepared for a successful student teaching/internship experience	4.22
The quality of my placement site(s) was satisfactory	4.53
I was adequately supported by my cooperating teacher(s)	4.45
I was adequately supported by my university supervisor(s)	4.29
Overall, my student teaching/internship experience was satisfactory	4.62

3b7. What differences, if any, exist in the design, implementation, and evaluation of field experiences and clinical practice for programs for other school professionals, off-campus programs and distance learning programs?

There are few differences between initial and advanced programs in the way the Unit designs, implements and evaluates clinical practice. Every advanced program relies on

either the WTS or their specialty organization standards (or a combination of both). Programs for other school professionals handle their own clinical placements and follow the guidelines set forth by their specialty organization. This is detailed in each national program report.

3c. Candidates' Development and Demonstration of knowledge, skills, and dispositions to help all students learn

3c1. What are the entry requirements for clinical practice? How many candidates are eligible for clinical practice each semester or year? How many complete successfully?

Field experience and clinical practice occurs a minimum of three times during the student's program. While some programs have more clinical practice (see dual licensure program) the minimum entry requirements for each phase of clinical practice are as follows:

Entry to Phase 2 field experiences:

Minimum GPA of 2.75, based on at least 12 credits, passing scores on at least two of the three parts of the PPST, attendance at a Phase 1 meeting designed to provide an overview of the Unit Assessment System.

Entry to Phase 3 field experiences:

Admission to Professional Education:

- Pass all three portions of the Pre-Professional Skills Test (PPST).
- Attend Phase 2 Meeting: Professional Education Orientation
- Pass each course of the Foundations Block with a C/S or better
- Pass the Phase 2 portfolio
- Pass Speech 110 with a C/S or better
- Complete a minimum of 40 credits
- Achieve a combined cumulative 2.75 GPA
- Verified Experiences with Learners – a minimum of 350 hours beginning with Freshman year in high school.

Entry to Phase 4 clinical practice:

Admission to Student Teaching:

- Minimum grade point average of 2.75
- Passing score on the appropriate PRAXIS II content exam
- A minimum grade of "C" in all methods courses
- Pass Phase 3 Portfolio
- Negative result of a tuberculosis test
- Completion of a background check, if required
- Attend Phase 3 Meeting: Introduction to Student Teaching
- Completion of TeacherInsight assessment instrument, if required
- Interview with prospective cooperating teacher, if required

The following table details the number of students and their success rate for Phase 4 clinical practice:

	Spring, 2007	Fall, 2007	Total
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Total student teachers	201	161	362
Withdrawal - probationary	1	3	4
Withdrawal - without prejudice	2	1	3
Withdrawal - terminal	1	0	1

For additional information on advanced programs please refer to the national program reports.

3c2. What is the role of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

Candidates, university supervisors and cooperating teachers each play a role in assessing candidate performance. Candidates create a lengthy portfolio during all field and clinical experiences with self-evaluations in the form of reflective narratives throughout their experiences. Portfolios are evaluated by the university supervisor (Phase 2) or cooperating teacher and/or university supervisor (Phases 3 and 4) depending on program. The university supervisor assesses candidate performance throughout the clinical experience and makes a minimum of two (Phase 3) or four (Phase 4) structured observations that are written and discussed with the candidate and cooperating teacher. The cooperating teacher evaluates the candidates' performance using a midterm and final evaluation instrument. Some cooperating teachers ask candidates to do a self-evaluation at the same time. The university supervisor also writes a formal statement of reference for all candidates and recommends the student for passing the experience. While these practices differ slightly depending on the program and number of experiences required, the above adequately describes the minimum required of all initial licensure programs. Advanced programs are described further in individual program reports.

3c3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

As stated above, all candidates create a three phase portfolio during their clinical experiences in each program. Reflection, in the form of philosophy statements and reflective narratives are embedded in this practice. Almost all programs require students to submit weekly reflective emails or journals detailing their experience and learning during clinical practice. Additionally, student teacher exit surveys from 2003 to 2007 (n=177) suggest that students use reflection and feedback (as outlined in the conceptual framework) with average scores of 4.63 out of a possible 5 on the question "I believe that I am a reflective facilitator who continually evaluates the effects of my choices and actions on pupils, parents, and professionals in the learning community and others who seek out opportunities to grow professionally."

3c4. What data provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students in field experiences and clinical practice?

Disposition 7 (demonstrates equitable treatment and respect for all individuals) specifically targets preservice teacher mastery of fairness and belief that all students can learn. The mean rating for this disposition on the spring 2007 regular and modified IPDI

ranged from a 3.54 to a 3.66 for all surveyed. This indicates solid consensus that our students believe in fairness and that all students can learn. As stated in 1.d.1, student teacher exit surveys from 2003 to 2007 (n=177) also suggest that candidates are well prepared to assess and analyze student learning and create positive learning environments. Average ratings on the question “I believe I have attained an appropriate level of proficiency to be expected of a beginning teacher in terms of adapting instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities are 4.23 out of 5 possible points. Exit surveys also indicate an average score of 4.51 out of 5 possible points on the question “I believe I have attained an appropriate level of proficiency to be expected of a beginning teacher in terms of creating a positive learning environment.”

In addition to the IPDI, students must reflect on WTS that embed the idea that all students can learn. Candidates in field experiences must include artifacts that demonstrate mastery of some (Phase 2 & 3) or all ten (Phase 4) WTS. Please refer to Standard 1 of this report for more information on candidate mastery of this content area.

3c5. What is the process for candidates to collect and analyze data on student learning and reflect on those data and improve learning during clinical practice?

While individual programs differ slightly, all students must reflect upon and demonstrate mastery of the WTS as part of the three-phase portfolio. WTS standards 2, 3, 7, 8 and 9 specifically deal with the collection and analysis of student learning data in the classroom. For detailed analysis of mastery in these areas, please refer to Standard 1 of this report for more information.

3c6. What differences, if any, exist in the ways candidates develop and demonstrate their knowledge, skills, and professional dispositions to help all students learn in field experiences and clinical practice in programs for other school professionals, off-campus programs, and distance learning programs?

There are few differences between initial and advanced programs in the way candidates develop their knowledge, skills, and professional dispositions to help all students learn between initial and advanced programs. In initial licensure programs the WTS standards are largely used to assess mastery of this area through the three-phase portfolio. Some programs (Special Education and Early Childhood Education) also use SPA standards in the student assessment. Clinical experiences in advanced programs assess the WTS standards, and the Wisconsin Educator Standards for Pupil Services as well as their specialty content standards. Please refer to their national program reports for more detail in this area.

Optional

- 1. Exemplary Practice Related to Standard 3*
- 2. Research Conducted by Unit Related to Standard 3*